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to present the diploma or other certificate of qualification to unqualified local officers. The advance in the whole country since 1888 is without parallel.

THE Executive Committee of the Association of Colleges and Preparatory Schools of the Middle States and Maryland has arranged for a national conference on the group of important questions clustering about the following general topic: College Entrance Requirements. Some of the divisions of the subject are:

- (a) The advanced *age* at which the average student now enters college.
- (b) The advanced age at which college men must now enter the professions, and the effect upon the individual and the community.
- (c) The tendency of men to omit the college course as college entrance requirements are increased, that they may enter professional or technological schools direct from the secondary schools.
- (d) Should the present standard of college entrance requirements be lowered through concerted action, and partial, even if not complete, uniformity of requirements?
- (e) A partial reorganization of our public school system with a view to its more perfect articulation with our colleges.

Are American youth now obliged to "mark time" for a number of years in elementary and secondary education?

(f) Effects of lowering the age of entrance to college upon undergraduate and graduate study, and upon the social life of the student.

The form decided upon for the consideration of these topics is that of round-table discussion and debate in the presence of an audience. Stenographic reports will be published in the local and associated press, and in the Proceedings of the Association. One division of the subject will be considered on the Friday afternoon following Thanksgiving, and the other on Saturday morning.

This discussion is to form the main part of the programme for the annual convention of the association, which will be held at the University of Pennsylvania on the Friday and Saturday following next Thanksgiving day. The intention is to have a number of the most prominent educators take part in the discussion.

CURRENT EDUCATIONAL LITERATURE

JEAN PAUL FREDERICK RICHTER. By JOSEPH FOSTER. *The Chautauquan*, August 1896.

THE PAST AND THE FUTURE OF PHYSICAL EDUCATION. By A. MOSSO. *The Chautauquan*, August 1896.

THE AIM OF MODERN EDUCATION. By C. HANFORD HENDERSON. *Popular Science Monthly*, August 1896.

COORDINATION OF OUR EDUCATIONAL INSTITUTIONS. By E. H. MAGILL. *Popular Science Monthly*, June 1896.

CONFESSIONS OF PUBLIC SCHOOL TEACHERS. *Atlantic Monthly*, July 1896.

SIX letters from successful teachers and superintendents in the West and South, wherein the writers frankly tell their own experiences. They are not persons who have grievances. They have few complaints to make. But the straightforward explanation of the conditions under which they work throws a new and startling light on the whole system of our overcrowded and oversystematized schools. In fact there is no other point of view so instructive as this. These confessions emphasize several large facts and tendencies, among them these:

All of the writers confess that their own training was inadequate, and they complain that the teachers who now enter the profession have been inadequately trained.

Nearly every one of them tells of grave hindrances to educational progress caused by the system of the political management of schools. Till teachers and superintendents are chosen without any reference to politics no great progress toward better work can be made.

Every one reveals the fact that the patrons of the schools and the public in general take too little interest in the schools.

BARNARD AND MCCOSH, AND PRESENT COLLEGE PROBLEMS. By D. C. GILMAN. *Atlantic Monthly*, August 1896.

PECUNIARY resources have increased enormously, and this has made possible better buildings, larger libraries, more teachers. Private gifts, land grants, and legislative appropriations have all contributed to this result. With more liberal expenditures there has been greater freedom in every detail. The rigidity of discipline has been relaxed, manners are not so stiff, there is far less of petty regulation, the preaching is not as severe, the methods of living are much more civilizing. "The curriculum" has gone. Either absolute election or a very large amount of choice is now permitted. With the abandonment of one fixed course the required amount of Greek and Latin has been greatly diminished, and it is demonstrated that classical studies have gained more than they have lost by this change. History, English, French, and German receive an amount of attention that was not given to these subjects thirty years ago. On the other hand, there is less attention to public speaking. Of great importance is the wide introduction of laboratory methods in the study of science, especially in physics, chem-

istry, physiology, botany, and geology. Athletics have made marvelous advances. Finally, the admission of women to the advantage of higher education, either by coeducation, or by "annexes," or by separate foundations, is one of the greatest gains of the period under review.

DR. BARNARDO, THE FATHER OF "NOBODY'S CHILDREN." By W. T. STEAD. *Review of Reviews*, August 1896.

THIS work began thirty years ago with Dr. Barnardo's efforts to better the lot of twenty-five homeless boys in London, and now 5000 boys and girls are cared for in the various Barnardo Homes. By this great system of relief more than 30,000 of the class called by Mr. Stead the "Don't-live-nowheres" have been provided with homes. The article is illustrated from photographs of various groups of children who are now inmates of these Homes.

THE OTHER END OF OUR EDUCATIONAL PROBLEM. *Scribner's Monthly*, July 1896.

ONE cannot have had any experience of the instruction of European boys and girls without being conscious of the radical contrast between the spirit of the elementary schoolroom abroad and in this country. There is among the little people abroad a peculiar sort of application of which among American children you will find not the smallest trace. It is not a question of industry. The juvenile American is as willing to learn and as quick about it as any other. It is a matter of mental attitude. The schoolroom where European children acquire the rudiments of education is, in some unanalyzable way, a quieter, remoter spot; one more shut off from the distractions that come from without, and, notably, more serious. Learning may look to the youthful minds within those walls to be a dull thing, but it is certain, without their being aware of it, to seem a dignified thing.

OPPOSITION TO THE GRANTING OF OXFORD DEGREES TO WOMEN.
The Educational Times [London], November, 1895.

THE following petition against the granting of the Oxford degree of B.A. to qualified women has been forwarded to the Committee of Congregation appointed to consider the matter. It has been signed by one hundred and three members of Congregation.

I. The undersigned members of Congregation desire to call the attention of Council (1) to the doubts which exist as to the advantage which would result to women's education from allowing them to proceed to the degree of B.A., and (2) to the effects which may ultimately ensue to the constitution of the university and the working of its examinations by the admission of women to this degree. They respectfully urge that the questions involved in the proposal to allow women to take the degree of B.A., are of a serious and

fundamental character, and are not yet ripe for solution, and that the proposal should not at present be submitted to Congregation.

II. At the same time they hold that some further recognition should be accorded by the university to women students. They therefore ask that this recognition should take the form of a university diploma, stating the course of study in which the student has qualified. They do not desire that the diploma should be confined to those who shall take the course prescribed for the B.A. degree, but that the latitude at present allowed to women students in this respect should be continued. Whether the receipt of this diploma should be conditional on residence, they leave an open question for the present.

Another twenty-five members of Congregation have signed the first part of this petition, ignoring the second part.

WOMEN AT THE ENGLISH UNIVERSITIES. *The Journal of Education* [London], February 1896.

THE two ancient universities are both on the eve of a bloodless revolution. Merlin is musing in the wild woods of Broceliande, with Vivian at his feet, and (who can doubt it?) will end by yielding and telling her all the charm, but in this case the victory will have been won by no witchery "of woven paces and of waving hands," but by virile logic, by the irresistible force of the *Zeitgeist*. To give the kernel and still refuse the shell, or to hold, as Professor Sidgwick once held, that the honors course is suitable for women, but the poll course unsuitable, is hopelessly illogical or wildly paradoxical. It is seen, moreover, that the further questions involved in women's degrees—their admission to fellowships, professorships, lectureships, and a share in university administration—may be safely left to settle themselves

THE ROYAL COMMISSIONERS. *The Journal of Education* [London], November 1895.

AT the last monthly meeting of the College of Preceptors there was a goodly gathering of ladies and a fair sprinkling of gentlemen attracted by the prospect of hearing about the Royal Commission from a Commissioner himself. The title, however, of the lecture was delusive, and should have run "Side-lights on the Royal Commissioners." Each of his sixteen colleagues was portrayed by Dr. Wormell with a few rapid strokes, kindly, but not without the satiric touch. Mr. Bryce was the model chairman, a keen and clear intellect, proof against fatigue, with a power of incisive speech, expressing with equal lucidity both his own views and the views of others which he could not or would not understand; a Scotchman nourished on deductive philosophy and impatient of any preliminary examinations of fact as an unnecessary waste of time. Dr. Fairbairn, another Scotchman, a subtle and conscientious metaphysician, great on the Dick Bequest but knowing

nothing of the conditions of success of English secondary schools, strongly opposed to the representation of teachers both on the local and central authorities, at his best among the woods of Bolton Abbey, "when he led us into the inner and deeper problems of education than those that could be mooted in the Council Chamber of Westminster." Mr. Jebb, the *fine fleur* of Cambridge Scholarship, the Admirable Crichton of the Commission. Mr. Lyttelton, the representative of cricket and the public schools, "a second head-master, yet there was no overlapping, for he knew as little of the schools with which I am connected as I do of cricket and public schools." Mr. Llewellyn Smith, a sort of Royal Statistician, with a profound belief in statistical tables, "only he likes to make the tables himself." Mr. Sadler, the originator of the Oxford Congress, a stout and gallant champion of teachers "as will be seen by Memorandum No. 5." The Dean of Manchester, "a moderator and peace-maker—we were not allowed to speak of diverting, converting, or perverting an endowment, but accepted the colorless term 'verting.'" Mrs. Sidgwick, endowed in full measure with the powerful intellect of the Balfour family, "who showed me, as I had never realized before, what is meant by continuous study and close application."

EDUCATIONAL IDEALS.—*The Journal of Education* [London], February 1896.

IN the midst of all our discussions as to the administrative details of secondary education, we naturally lose sight, for the time, of the more important question of what should be the nature of the education to be given. Mr. Gow, in demanding his Board of Studies, is like a voice crying in the wilderness; and Mr. Findlay's very valuable and suggestive memorandum on American schools is in danger of being overlooked. In Scotland, where the report has not aroused so much practical interest and discussion as it has in England, we find a more enlightend consideration as to questions of curricula. In a recent number of the Scotch *Educational News*, Mr. James Oliphant, a member of the Edinburgh School Board, contributes a very luminous article on the extent and basis of science teaching. He is at one with Mr. Herbert Spencer as to the need of scientific studies, but differs from him as to the reason. That is to say, his ideal is different, and it is just upon the ideal that the success or otherwise of our teaching depends. We venture to think that Mr. Oliphant is a stage ahead of Mr. Spencer, and on a level with Professor Jebb, in basing all teaching upon "humanities" and not upon "utilities." "The real end of life," he claims, is the free enjoyment of ideal beauty in sympathy with our fellow creatures."

Mr. Spencer's classification of the activities of life is, no doubt, historically correct; but, now that self-preservation, maintenance, and care of offspring are practically gained for the mass of the people, his last class, the "gratification of the tastes and feelings," becomes the most (and not, as Mr.

Spencer asserts, the least) important. "The paramount aim of education," Mr. Oliphant continues, in a pregnant paragraph, "is to persuade children that the secrets of life which make it worth living are revealed to those only who travel on the paths of knowledge and right conduct." The truth is that school-work is divorced from life. We must, to a great extent, modify our curricula. We must get our teaching in real touch and sympathy with life itself, and not with one academic side of life. There can be little doubt that the present examination system has much to answer for in making a teacher's work conventional, dead and unreal. Nor is this evil confined to schools. A well-known professor in Edinburgh spoke the other day of the difficulty of finding a student who read for knowledge's sake. And the same would be true of our own universities.

But having said all this, we come—we trust in no captious spirit—to the enumeration of matters where our note must necessarily be of another character. We should have liked our first comment to have ended, as it began, in one continued note of congratulation. But the proposed constitution and functions of the local authority render this impossible. As to the constitution, we agree, generally, that a body elected *ad hoc* is more or less impracticable, however much as a counsel of perfection we should have desired it. So we accept the composite body as inevitable—with a reservation respecting the counties. But why take the County and Borough Council as the foundation upon the fabric is to be erected? In the counties of course the reason is more obvious than in the boroughs; there is no county educational administrative body covering the whole area as there is in the great bulk of the boroughs. Why not *create* one of the counties, compromising with our disinclination to add to the electoral machinery, by utilizing existing agencies in the boroughs? A general board of education in each county would be the making of rural education in all its branches. As it is, from our point of view, the finding of the commission on the county authority problem is most unsatisfactory. Of course, managers of the elementary schools may, and probably will, be coöpted upon the county authority. But surely, if it were necessary to take specific steps to secure representation of the university colleges, there was greater need to see that the management of the elementary schools should on no account be omitted. The more so since one of the recommendations of the commission is to develop secondary departments in some of the rural elementary schools.

Then again, in the boroughs we complain that the School Board is not sufficiently recognized. It may not be competent as a rule to add to its present duties the control of secondary education, but it would have been as easily possible to add other essential components to the School Board as to throw the School Board in as an equal constituent with Town Council Committee. In London, the position is even worse. Out of a new authority of forty-two members, the County Council is to send eighteen, Oxford and Cam-

bridge two, and the School Board seven members. With prophetic foreboding the commission suggests the prospect of revision in this department.

But if we have dwelt at length on the constitution of the local authority, it is not because its proposed functions are to be deemed satisfactory. On the contrary, the extent to which the secondary and technical education of the future is to be locally controlled *apart from the primary school* is far and away the chief blot upon, in most respects, an excellent production. Our readers know our views on this matter, and to this crucial point, which raises the very pinch of the problem of the future national education, we shall of course return again and again. Meanwhile, there can be little doubt that a strong endeavor will be made by the local authorities for primary education to put the thing on the right lines. They will get an opportunity in determining to resist the invitation to give up their higher grade and organized science schools, and we have no doubt they will rise to the occasion.

In connection with the financial proposals of the committee, we object most strongly to the diversion of the £100,000 now dispensed through the medium of small endowments to the elementary schools—unless, of course, this money is expended in provision of secondary departments of the elementary schools which now enjoy the endowment. No educational endowments, small as they are, are doing better work or are more needed. We should like, further, to know definitely what science and art grants are to be diverted, for let us at once say that the primary schools want all they now receive and more. Although the commission does not fear the result, we think the cause of technical education must suffer from the general appropriation of the whisky money for the purposes of secondary as well as technical education. We are sorry for this, because the secondary education the worker's child is distinctly technical, modern, and commercial.

It is not necessary to say that there is much fruit for the most serious contemplation on the part of the ardent educationist in the pages of this interesting and weighty report, and from time to time between now and the pleasure of the government it will be our duty to elaborate criticisms and comments on special points. Meanwhile, parting company as we are bound to do with the majority of the commission in respect of the recommendations affecting the local authority, its constitution and its functions, we nevertheless most heartily congratulate all concerned upon the production of a splendid contribution to the discussion in this country of the question of secondary education.

AN EFFECTIVE ORDER OF TOPICS FOR TEACHING PHYSICS¹

THE conclusions which are intended to be met by this plan are the following:

1. We should teach physics as we would teach anything else that is worth

¹ From a privately printed paper, by Mr. Charles F. Warner, Cambridge, Mass.